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ABSTRACT

The basic research problem was to ascertain the relationship between the concerns of the elementary school principal administering a mainstreaming program and the concerns of teachers teaching in one. The following questions were examined: (1) What specific stages of concern about the innovation were perceived by principals? (2) What specific stages of concern were perceived by teachers? (3) Was there a difference between the perceived concerns of principals and teachers? (4) Was there a relationship between selected demographic characteristics and stages of concern that principals perceived? (5) Was there a relationship between selected demographic characteristics and the stages of concern that teachers perceived? Seventy-six elementary school principals and 817 elementary teachers in northern Illinois were surveyed with the Stages of Concern Questionnaire and another questionnaire that was designed to gather demographic data. On the whole, principals were more concerned about the impact of the program on students and colleagues but teachers were more concerned about its impact on themselves. There was no clear pattern of how personal characteristics of principals affected or related to the stages of concern. Teachers with some background in mainstreaming viewed the concept more positively than did teachers without such a background. (Author/IRT)

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THE PERCEIVED CONCERNS OF ELEMENTARY SCHOOL PRINCIPALS AND ELEMENTARY SCHOOL TEACHERS TOWARD MAINSTREAMING

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INTRODUCTION

Integrating special education youngsters into the mainstream of education is nothing new and dates back many years to the beginning of special education programs. Recently, however, the concern for mainstreaming has accelerated as a result of the recognition that many of the needs of handicapped youngsters can, indeed, be met within the framework of regular education programs. Educators over the past ten years have increasingly emphasized the necessity of mainstreaming special education students so they may benefit from the wider scope of the educational process.

The reasons for mainstreaming children and the justification for doing so can be argued by some, but the responsible educator cannot ignore the issues. Since the passage of Public Law 94.142, there is no question that children must be provided an educational program which is in the least restrictive environment. The law requires that special education children be mainstreamed.[1]

Today, mainstreaming is becoming a reality in school systems throughout the country. This is evidenced by a new body of literature which has appeared on the topic of when, how, and with whom to do mainstreaming. Major studies of the effectiveness of mainstreaming are being conducted.[2] Yet, surprisingly, very little attention has been given to the question of how to develop teacher receptivity toward mainstreaming and still fewer studies deal with administrators' attitudes.

The concerns that principals and teachers have toward mainstreaming as they implement Public Law 94.142 may vary according to many factors. How effectively school principals and teachers deal with this recent change depends, in part, on their awareness of the concerns that the implementor of mainstreaming has at a given time. Staff members at the Research and Development Center for Teacher Education, The University of Texas at Austin, have found concerns about

the change to be an important dimension of the process.

> In this research, the generic name given to the issue, object, problem, or challenge, the thing that is the focus of the concerns, is innovation. The innovation and its use provide a frame of reference from which concerns can be viewed and described.

At this time there are a few established procedures for describing the process of adopting innovations. It is important to assess where principals and teachers are in the process of change--in terms of both their feelings and their behavior--before assistance can be given to help each one to change most effectively. Until the concerns of both principals and teachers are identified, implementing mainstreaming will remain a regimented, impersonalized, bureaucratic mandate that is carried out simply because Public Law 94.142 specified that it must be done. Hall and Rutherford suggest that

> those charged with planning and managing change, administrators, adoption agents, and policymakers, need to face data regarding teacher concerns if they are going to increase the efficiency of change while attempting to reduce trauma.[4]

What happens when attempts are made to implement mainstreaming is not clear. Certainly, cooperation is the key as Barbara Aiello points out.

> If the mainstreaming of handicapped children is going to work, special and regular teachers, together with administrators are going to have to work together better than they have in the past.[5]

The passage of Public Law 94.142 has forced school systems to increase both the numbers and types of handicapped children who will be placed in the regular stream or mainstream.

Furthermore, an examination of current literature has indicated that to date few research studies exist describing the administrator's role in the change process.[6] In an effort to describe the role of principals in implementing an innovation, Demeter stated that

> school principals are key figures in the process (of innovation). Where they are both aware of and sympathetic to an innovation it tends to prosper. Where they are ignorant of its existence,

or apathetic if not hostile, it tends to remain outside the bloodstream of the school.[7]

An investigation of the principals' stages of concern toward mainstreaming and a comparison of their concerns with those of teachers should provide valuable information for those interested in facilitating change in mainstreaming programs.

Mandell, in a study dealing with factors related to the regular teachers' attitudes toward mainstreaming mildly educationally handicapped children into the regular classroom, found eighteen variables significant at the .05 level of significance. The order in which the significant variables entered into the regression equation were: (1) team teaching, (2) years of teaching experience, which had an inverse relationship, (3) diagnosis course, (4) resource teacher, (5) previous special education experience, (6) number of university courses on exceptional children, (7) 25 to 37 students in class, and (8) participation in inservice programs.[8]

Limited research was available that described the (1) attitudes and(2) behaviors of principals and teachers toward mainstreaming. Current available research deals with administrative and teacher perceptions separately. One such study conducted by Benefield focused on administrative view from a management standpoint.[9] Other studies in mainstreaming dealt with attitudes of parents, children, and the public (community).

While limited research was available that described the behavior of principals and teachers in implementing mainstreaming, even fewer studies dealt with techniques for identifying the various stages that the principals and teachers exhibited at any given time in the process of adopting the innovation, "mainstreaming." knowledge of the differences in the concerns of principals toward mainstreaming as compared with those concerns of teachers should prove beneficial to educators implementing mainstreaming.

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In light of the paucity of research dealing with concerns of principals and teachers as they implement mainstreaming, the researchers posited that such an investigation identifying and comparing their concerns would be useful. In addition, another purpose of this study was to provide the writers and other researchers with supportive data concerning attitudes and identifiable stages of concern while implementing an innovation(s) i.e. in thiscase mainstreaming.

RESEARCH PROCEDURES

The basic research question was to examine the relationship between the concerns of the elementary school principal administering the innovation, "mainstreaming," and the concerns of classroom teachers functioning in mainstreaming programs.

More specifically, the following questions were examined:

1. What specific "stages of concern" about the innovation, "mainstreaming", were perceived by principals?

2. What specific "stages of concern" about the innovation, "mainstreaming", were perceived by teachers?

3. Was there a difference between the perceived concerns of principals and teachers?

4. Was there a relationship between selected demographic characteristics and the "stages of concern" that principals perceived?

5. Was there a relationship between selected demographic characteristics and the "stages of concern" that teachers perceived?

This study utilized two data gathering instruments, they are: (1) an instrument designed to measure seven hypothesized Stages of Concern about the innovation, "mainstreaming", of principals and teachers; (2) an instrument designed to gather demographic information from principals and teachers. The instrument, Stages of Concern Questionnaire (SoCQ), was utilized to gain insight into the elementary school principals' and teachers' concerns. A seven-point Likert Scale was utilized to gain levels of intensity from the respondents. The scale ranged from zero concern (low) to six concern (high). This instrument allowed respondents to react to thirty-five statements indicating how closely each statement described a concern that they felt at that point in time. Seven

different Stages of Concern about an innovation have been identified by the SoCQ. These stages are described in Figure 1 to assist the reader. Refocusing is the high level of concern wheras awareness is a lower level concern about an innovation.

The second instrument was designed to gather information regarding demographic characteristics of the elementary school principals and teachers. This instrument included eighteen selected demographic factors with appropriate responses.

The remainder of this report is an outline of the results of the study. An attempt has been made to highlight the major findings and relate other research as appropriate. The question and answer format was utilized as a practical way to provide structure.

FIGURE 1[3]

STAGES OF CONCERN ABOUT THE INNOVATION

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding using the innovation.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

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QUESTION ONE: What specific "stages of concern" about the innovation; "mainstreaming", were perceived by principals?

It can be concluded from the study that elementary school principals' concerns toward mainstreaming were typical of non-users of an innovation.

The concerns of principals were highest at the self-concerns level (awareness and informational). This conclusion is supported by the profile of the typical non-user described in the literature. (see Figure 2 - Typical Non-User SoCQ Profile)

In all the research that has been done to date using the Stages of Concern Questionnaire, the non-user concerns profile stands out most clearly and consistently. Non-users' concerns are normally highest on stages 0,1, and 2, and lowest on Stages 4,5, and 6. There is some variation in the amount of intensity of these concerns depending on the innovation.

The individual is much more concerned about her/his personal position as well-being in relation to the change than she/he is interested in learning more of a substantive nature about the innovation.

Three additional findings are listed below.

A. The highest concerns of principals involved in the study were at the self-concerns level; namely, Stage 0--Awareness, Stage 1--Informational, and Stage 2--Personal.

B. The lowest concerns for principals involved in the study were at the impact-concerns level; namely, Stage 4--Consequence and Stage 6--Refocusing.

C. The order in which the concerns were perceived by principals involved in the study are presented in Table 1.

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FIGURE 2

Typical Nonuser SoCQ Profile[3]

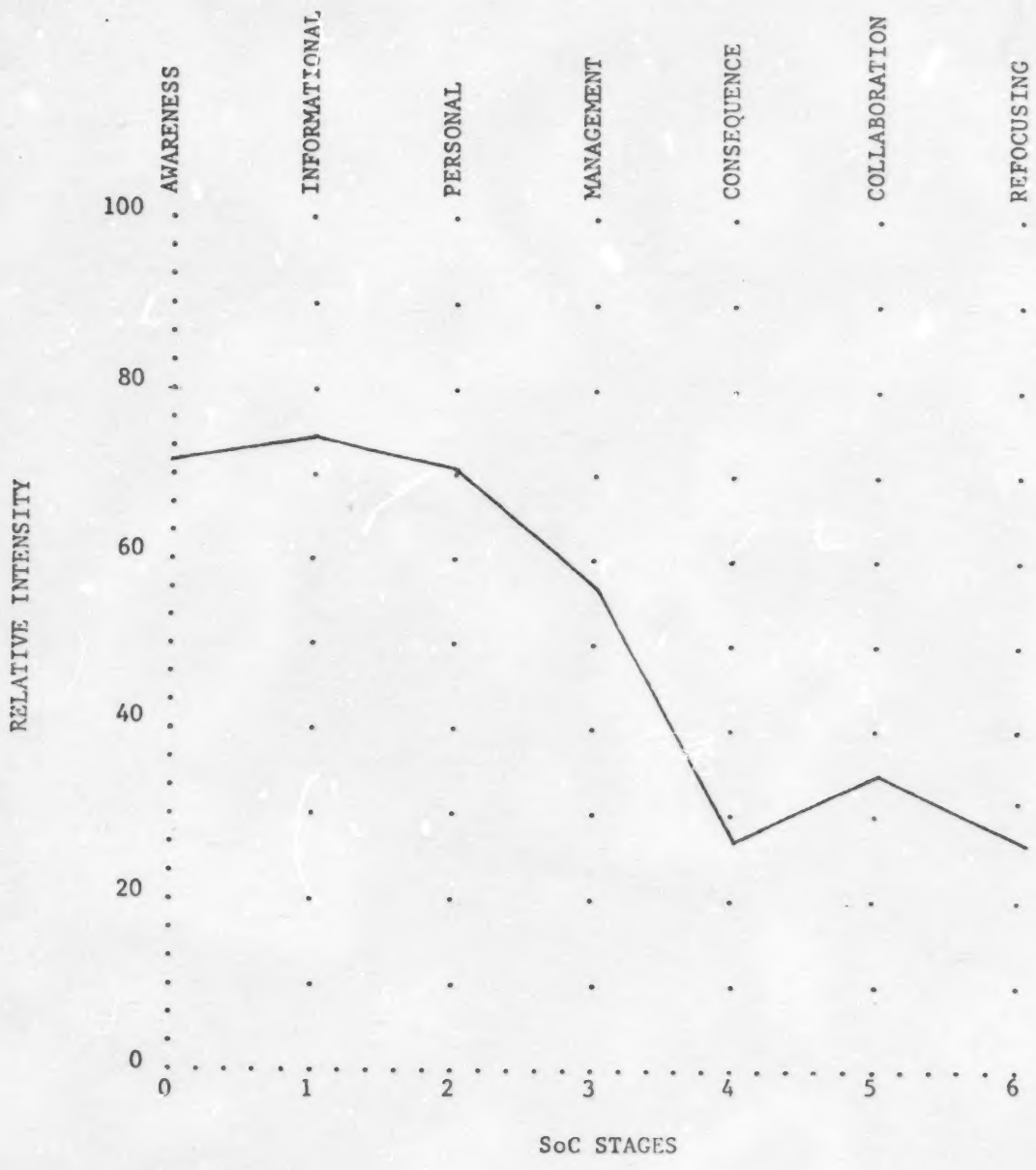


TABLE 1

Summary of the Level of Concern, Stages of Concern and Ranking of Concerns of the Elementary School Principals

LEVEL OF CONCERN	STAGE OF CONCERN	RANKING
	Stage 1--Informational	1st
Self:	Stage 2--Personal	2nd
	Stage 0--Awareness	3rd
Impact:	Stage 5--Collaboration	4th
Task:	Stage 3--Management	5th
Impact	Stage 6--Refocusing	6th
	Stage 4--Consequence	7th

Further graphic classification of the above levels of concern of elementary school principals is shown in Figure 3, Total Group SoC Profile.

QUESTION TWO: *What specific "stages of concern" about the innovation, "mainstreaming", were perceived by teachers?*

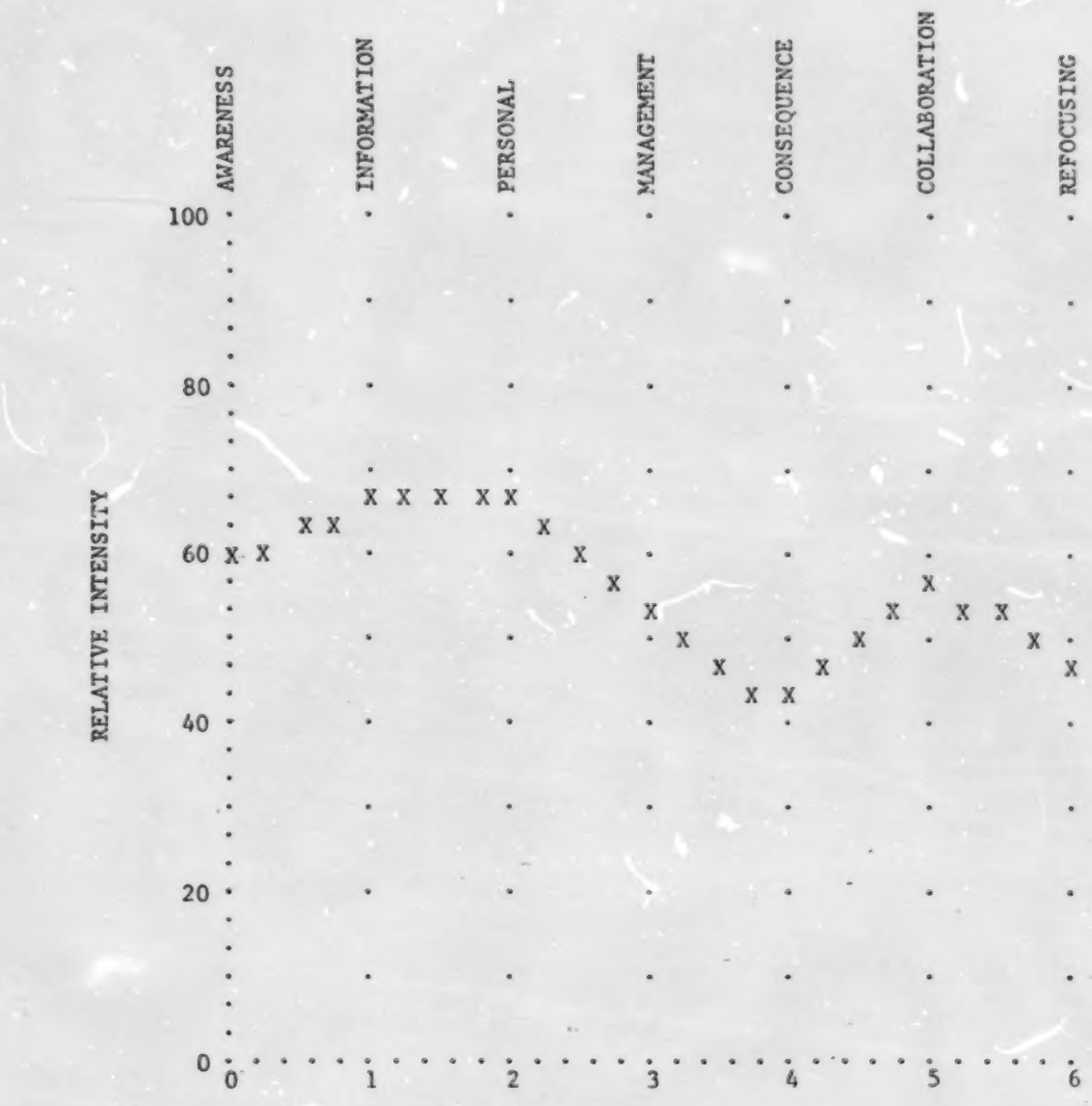
The investigation concludes that elementary school teachers' concerns toward mainstreaming were typical of non-users of an innovation.

The highest concerns of teachers were at the self-concerns level (awareness and informational). This fact was evident in the literature concerning research using the Stages of Concern Questionnaire. Non-users' concerns are normally highest on Stage 0,1, and 2 and lowest on Stages 4,5, and 6 at the beginning stages of an innovation.

As individuals move from unawareness and nonuse of an innovation into

FIGURE 3

TOTAL GROUP SOC PROFILE FOR PRINCIPALS



	AWARENESS	INFORMATION	PERSONAL	MANAGEMENT	CONSEQUENCE	COLLABORATION	REFOCUSING
PERCENTILES	59	65	65	50	42	56	44

GROUP PROFILE N = 76

MEAN	59	65	65	50	42	56	44	58
STD DEV	29	24	24	29	29	29	26	30

beginning use and more highly sophisticated use, it is hypothesized that their concerns develop from being most intense at Stages 0,1, and 2 to most intense at stage 3, and ultimately to most intense at Stages 4,5, and 6.

The order in which the concerns were perceived by teachers involved in the study are presented in Table 2 below.

TABLE 2

Summary of the Level of Concern, Stage of Concern and Ranking of Concern for Elementary School Teachers

LEVEL OF CONCERN	STAGE OF CONCERN	RANKING
	Stage 2--Personal	1st
Self:	Stage 1--Informational	2nd
	Stage 0--Awareness	3rd
Task:	Stage 3--Management	4th
Impact:	Stage 5--Collaboration	5th
Impact:	Stage 6--Refocusing	6th
	Stage 4--Consequence	7th

Further graphic clarification of the above levels of concern of elementary school teachers is shown in Figure 4, Total Group SoC Profile.

QUESTION THREE: *Was there a difference between the perceived concerns of principals and teachers?*

It can be concluded that elementary school principals were more concerned

about the impact of mainstreaming on students and other colleagues than on themselves. Further, when the seven Stages of Concern were compared between principals and teachers, five were found to be significantly different, they were:

Stage 0--Awareness
Stage 1--Informational
Stage 2--Personal
Stage 5--Collaboration
Stage 6--Refocusing

Principals had higher concerns than did teachers at Stage 4--Consequence, Stage 5--Collaboration and Stage 6--Refocusing. Therefore, it can be stated that elementary school principals were more concerned about the impact of the innovation, mainstreaming, on students and their colleagues.

QUESTION FOUR: *Was there a relationship between selected demographic characteristics and the Stages of Concern that principals perceived?*

There is no clear pattern of how demographic characteristics affect or relate to Stages of Concern in mainstreaming. Some of the specific findings were as follows:

A. Sex, student population, pupil/teacher ratio, familiarity with Public Law 94.142, use of Individualized Educational Programs (IEP's), and time spent with mainstreamed children were not significantly related to any of the Stages of Concern.

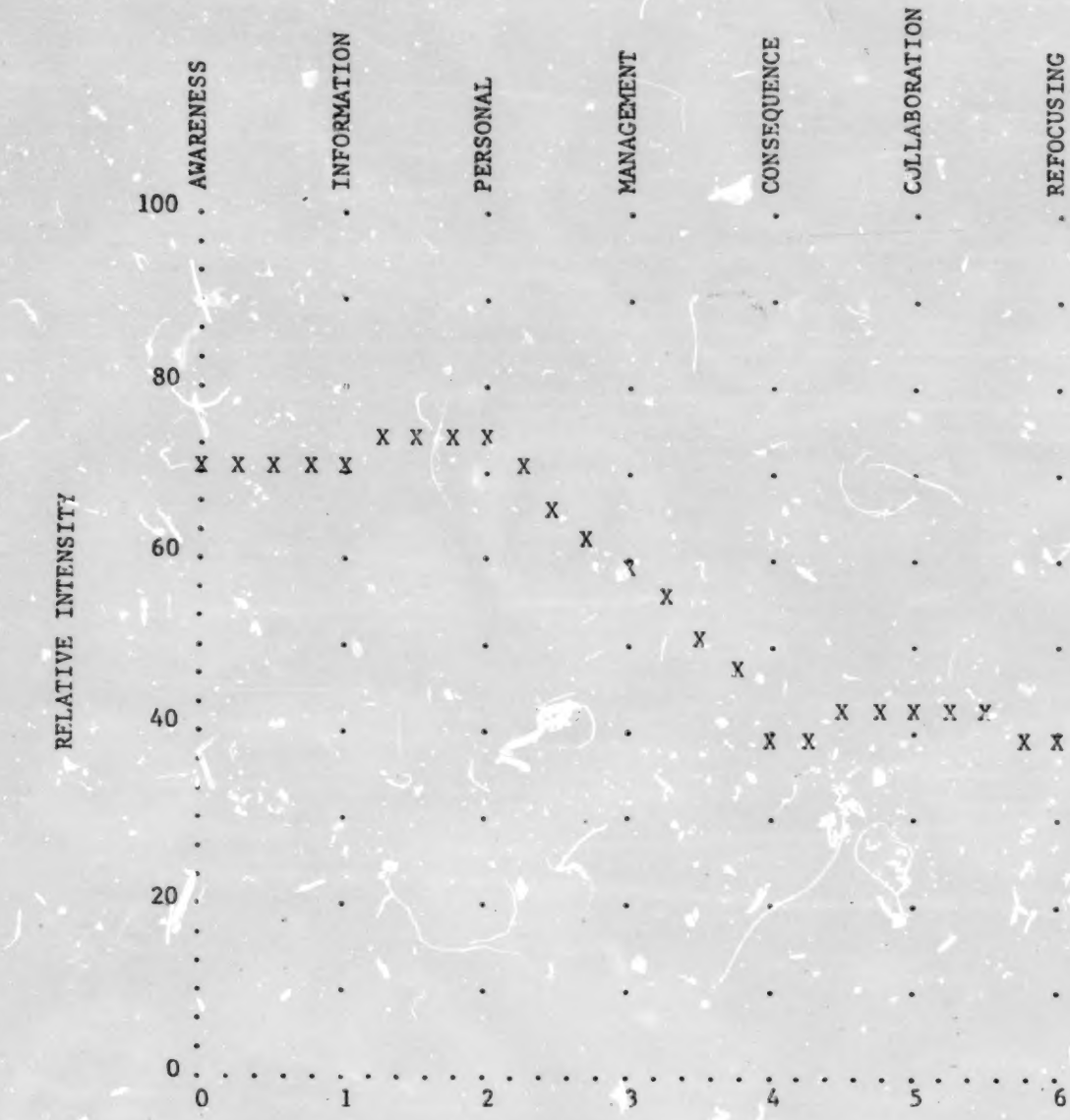
B. Age was found to be significantly related to three of the seven Stages of Concern. Younger principals had higher concerns than did older principals.

C. Administrative experience was found to be significantly related to two of the seven Stages of Concern. Principals with fewer years of experience had higher concerns than did principals with more years of experience.

D. Years of mainstreaming experience was found to be significantly related

FIGURE 4

GROUP SOC PROFILE FOR TEACHERS



PERCENTILES	70	71	71	55	36	38	36	

GROUP PROFILE N = 817

MEAN	70	71	71	55	36	38	36	57
STD DEV	26	22	23	28	25	28	27	28

to three of the seven Stages of Concern. Principals with the least experience in mainstreaming had the higher concerns. Principals with the most experience in mainstreaming had the lower concerns.

E. Educational background in mainstreaming (in the form of workshops or courses) was found to be significantly related to one of the seven Stages of Concern. Principals with formal preparation in mainstreaming had higher concerns than did principals without formal preparation in mainstreaming.

QUESTION FIVE: *Was there a relationship between selected demographic characteristics and the Stages of Concern that teachers perceived?*

The investigation found that more elementary school teachers' concerns were affected by demographic characteristics than were principals' concerns.

The results of this investigation strongly suggest that teachers with more than 5 years of teaching experience tend to be more concerned about mainstreaming. They exhibited higher self-concerns. This attitude is consistent with the research literature which indicated the inverse relationship between years of teaching experience and more positive concerns.

The investigation also established that teachers with a background in mainstreaming (that is formal education, familiarity with Public Law 94.142, use of Individualized Educational Programs (IEP's) and time spent working with mainstreamed children) view the concept of mainstreaming more positively than do teachers with no background in mainstreaming. The foregoing sustains the assumption made in the literature that preservice and inservice education does make teachers less anxious about working with the handicapped. Other specific findings are listed below:

A. All demographic items and questions were found to be significantly related to at least one of the Stages of Concern for teachers.

B. School size was found to be significantly related to three of the

seven Stages of Concern; namely, Stage 1--Informational, Stage 2--Personal, and Stage 3--Management. Teachers from small and middle-sized school systems had higher concerns than did teachers from large-sized school systems.

C. Sex was found to be significantly related to one of the seven Stages of Concern; namely, Stage 6--Refocusing. Male teachers had higher concerns than did females.

D. Years of mainstreaming experience was found to be significantly related to six of the seven Stages of Concern; namely, Stage 0--Awareness, Stage 1--Informational, Stage 2--Personal, Stage 4--Consequence, Stage 5--Collaboration, and Stage 6--Refocusing. Teachers with little or no mainstreaming experience had higher concerns than did teachers with more experience.

E. Student population was found to be significantly related to one of the seven Stages of Concern; namely, Stage 6--Refocusing. Teachers in larger schools had higher concerns than did teachers teaching in smaller schools.

F. Pupil/teacher ratio was found to be significantly related to one of the seven Stages of Concern; namely, Stage 3--Management. Teachers functioning in classes with larger pupil/teacher ratios had higher concerns than did teachers functioning in classes with smaller pupil/teacher ratios.

G. Educational background in mainstreaming was found to be significantly related to six of the seven Stages of Concern; namely, Stage 0--Awareness, Stage 1--Informational, Stage 3--Management, Stage 4--Consequence, Stage 5--Collaboration, and Stage 6--Refocusing. Teachers who indicated that they had no educational preparation in mainstreaming had higher concerns than did teachers with educational background in mainstreaming in self and task concerns. Teachers with educational background in mainstreaming had higher concerns.

H. Familiarity with Public Law 94.142 was found to be significantly

related to four of the seven Stages of Concern; namely, Stage 0--Awareness, Stage 4--Consequence, Stage 5--Collaboration, and Stage 6--Refocusing. Teachers who indicated that they were not familiar with Public Law 94.142 had higher concerns than did teachers familiar with Public Law 94.142 at the self-concerns level.

I. Utilization of Individualized Educational Plans (IEP's) was found to be significantly related to four of the seven Stages of Concern; namely Stage 0--Awareness, Stage 4--Consequence, Stage 5--Collaboration, and Stage 6--Refocusing. Teachers who indicated that they did not utilize IEP's had higher concerns at the self-concerns level than did teachers utilizing IEP's. Teachers who used IEP's had higher concerns.

J. Time spent with mainstreamed children was found to be significantly related to five of the seven Stages of Concern; namely, Stage 0--Awareness, Stage 1--Informational, Stage 4--Consequence, Stage 5--Collaboration, and Stage 6--Refocusing. Teachers who spend less time with mainstreamed children had higher concerns at the self-concerns level. Teachers who spend more time with mainstreamed children had higher concerns.

IMPLICATIONS FOR PRACTICING PROFESSIONALS

Although most of the principals in the study (more than 90 percent) indicated familiarity with Public Law 94.142, less than 50 percent of the teachers indicated familiarity with the Law. Recognizing that this difference does exist, steps must be taken to provide teachers with more information concerning Public Law 94.142 by those charged with administering mainstreaming. It is obvious that exposure to the Law, as well as dialogue with teachers already working in mainstreaming and observation of programs in operation should help allay self concerns towards mainstreaming.

Further, an examination of the attitudes of teachers toward mainstreaming in this and other studies reveal the following trends:

1. The preparation of faculty members (in-service) for a mainstreaming is essential.

2. Teachers state a willing to participate in mainstreaming.

3. Teachers tend to feel adequately prepared to teach in a mainstreaming program.

4. The inexperienced teachers appear to possess more knowledge of mainstreaming. They view the concept more positively than do teachers with more years of teaching experience.

5. There is a need to establish greater communication between special educators and regular educators in order to create a more facilitating climate for implementing mainstreaming.

6. Communication must be shared by the school system, state departments of education, the community, the federal government, and higher education.

7. Teachers as well as the general public seem to demonstrate negative and stereo-typed attitudes toward the disabled.

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8. Further research is needed to establish precisely the interrelationship of attitude and factors necessary to facilitate attitude modification.

9. There is a difference between principal and teacher concerns toward mainstreaming.

10. Principals in their "middle management and change agent role" were more concerned with the impact of the innovation on others. Therefore, the principal must also be the key individual in promoting mainstreaming. The principal's leadership ability and knowledge of the change process is essential to the success of mainstreaming.

While many inherent obstacles exist in attempting to implement change, the task is not impossible and can be effectively carried out by the foresighted administrator. The understanding of one's role and attitudes held by fellow professionals can enable a school principal to effectively bring about change in education. Needless to say, change needs to occur in the case of mainstreaming.

FOOTNOTES

[1]"Part II, Implementation of Part B of the Act," The Federal Register, 42:340, August, 1977.

[2]M.J. Kaufman, M.I. Semmel, and J.A. Agard, Project Prime: Interim Report, Year One (Washington, D.C.: U.S. Office of Education, Bureau of Education for the Handicapped, 1973) , p. 6.

[3]Gene E. Hall, Archie A. George, and William R. Rutherford, "Section 1, Background: Concerns Theory and Research, "Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire (Austin Texas: The University of Texas, 1977), pp. 5, 7, 37.

[4]Gene E. Hall and William L. Rutherford, "Concerns of Teachers About Implementing Team Teaching," Research Reports, p. 233.

[5]Barbara Aiello, Teaching Exceptional Children cited by NAESP Convention Reporter (Las Vegas, Nevada), April 18-22 1977, p.3.

[6]Harold Sloan and Bradley Loomer, Innovation and Change in Educatinal Institutions (n.p.: Iowa Association of Elementary School Principals, 1972), pp. 9-10.

[7]Lee H. Demeter, "Accelerating the Local Use of Improved Educational Practices in School Systems: (unpublished Doctor's Dissertation, Teachers College, Columbia University, 1951), p.23.

[8]Jane Colleen Mandell, "Factors Related to the Regular Teachers' Attitudes Toward Mainstreaming Mildly Educationally Handicapped Children into the Regular Classroom," Dissertations Abstracts International, Section A37 (May-June, 1977), p. 7076-A

[9]George Benefiedl, Jr., "An Exploratory Study of the Administrative Perceptions of the State of Affairs of Mainstream Programs in Effect for Two Years or More, "Dissertations Abstracts International, Section A37 (August, 1976), p. 702-A

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CONCERNS QUESTIONNAIRE

Name _____

In order to identify these data, please give us the last four digits of your Social Security number:

____ ____ ____ ____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

0 1 2 3 4 5 6 7 This statement is very true of me at this time.

0 1 2 3 4 5 6 7 This statement is somewhat true of me now.

0 1 2 3 4 5 6 7 This statement is not at all true of me at this time.

0 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Mainstreaming. We do not hold to any one definition of this program, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with Mainstreaming.

Thank you for taking time to complete this task.

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0 1 2 3 4 5 6 7
Not true of me now — Somewhat true of me now — Very true of me now

I am concerned about students' attitudes toward mainstreaming.	0	1	2	3	4	5	6	7
I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
I don't even know what mainstreaming is.	0	1	2	3	4	5	6	7
I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
I would like to help other faculty in their use of mainstreaming.	0	1	2	3	4	5	6	7
I have a very limited knowledge about mainstreaming.	0	1	2	3	4	5	6	7
I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
I am concerned about revising my use of mainstreaming.	0	1	2	3	4	5	6	7
I would like to develop working relationships with both our faculty and outside faculty using mainstreaming.	0	1	2	3	4	5	6	7
I am concerned about how mainstreaming affects students.	0	1	2	3	4	5	6	7
I am not concerned about mainstreaming.	0	1	2	3	4	5	6	7
I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
I would like to discuss the possibility of using mainstreaming.	0	1	2	3	4	5	6	7
I would like to know what resources are available if we decide to adopt mainstreaming.	0	1	2	3	4	5	6	7
I am concerned about my inability to manage all that mainstreaming requires.	0	1	2	3	4	5	6	7
I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7

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0 1 2 3 4 5 6 7							
Not true of me now			Somewhat true of me now			Very true of me now	

I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
I would like to revise mainstreaming's instructional approach.	0	1	2	3	4	5	6	7
I am completely occupied with other things.	0	1	2	3	4	5	6	7
I would like to modify our use of mainstreaming based on the experiences of our students.	0	1	2	3	4	5	6	7
Although I don't know about mainstreaming, I am concerned about things in the area.	0	1	2	3	4	5	6	7
I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
I am concerned about time spent working with nonacademic problems related to mainstreaming.	0	1	2	3	4	5	6	7
I would like to know what the use of mainstreaming will require in the immediate future.	0	1	2	3	4	5	6	7
I would like to coordinate my effort with others to maximize mainstreaming's effects.	0	1	2	3	4	5	6	7
I would like to have more information on time and energy commitments required by mainstreaming.	0	1	2	3	4	5	6	7
I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
At this time, I am not interested in learning about mainstreaming.	0	1	2	3	4	5	6	7
I would like to determine how to supplement, enhance, or replace mainstreaming.	0	1	2	3	4	5	6	7
I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
I would like to know how my role will change when I am using mainstreaming.	0	1	2	3	4	5	6	7
Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
I would like to know how mainstreaming is better than what we have now.	0	1	2	3	4	5	6	7

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R&D Center for Teacher Education, The University of Texas at Austin

DEMOGRAPHIC INFORMATION

ease complete the following:
ace a (✓) before the response which best describes you or your present situation.

Sex:
_____1. Male
_____2. Female

Age:
_____1. 20-29
_____2. 30-39
_____3. 40-49
_____4. 50-59
_____5. 60-69

Education: (highest degree earned)
_____1. B.S.
_____2. B.S.+
_____3. M.S.
_____4. M.S.+
_____5. C.A.S.
_____6. Ph.D. or Ed. D.

Years of teaching and/or administrative experience in regular elementary grades (full-time, K-8)
_____1. Less than 1
_____2. 1-2
_____3. 3-5
_____4. 6-9
_____5. 10-20
_____6. 21 or more Specify_____

Years of teaching and/or administrative experience in special education; i.e., EMR, LD, THH, etc.
_____1. 1-2
_____2. 3-5
_____3. 6-9
_____4. 10-14
_____5. 15 or more Specify_____
_____6. Not applicable

Years of experience in identifiable mainstreaming program:
_____1. 0 years
_____2. 1-2 years
_____3. 3-5 years
_____4. 6 or more Specify_____

What is the primary organizational pattern of your school?
_____1. Departmentalized
_____2. Team Teaching
_____3. IGE
_____4. Multi-Grade
_____5. Self-Contained
_____6. Other Specify_____

Student population of the school at which you teach or administer:
_____1. 1-499
_____2. 500-999
_____3. 1,000-2,999
_____4. 3,000 or more

Number of full-time teachers in your school:
_____1. 1-9
_____2. 10-19
_____3. 20-29
_____4. 30-39
_____5. 40 or more Specify_____

10. Pupil/teacher ratio (excluding paid or voluntary aides in school):
_____1. 10-15:1
_____2. 16-20:1
_____3. 21-25:1
_____4. 26-30:1
_____5. 31 or more:1 Specify_____

11. Number of paid and volunteer teacher aides and/or para-professionals in school:
_____1. 0
_____2. 1-3
_____3. 4-6
_____4. 7-9
_____5. 10-15
_____6. 16 or more Specify_____

12. Is your school a part of a cooperative service agency which offers special education services to your school?
_____1. Yes
_____2. No

13. Have you received formal training in mainstreaming (workshops, courses)?
_____1. Yes
_____2. No

14. Are you familiar with Public Law 94-142?
_____1. Yes
_____2. No

15. Do you use Individualized Educational Programs (IEP's) for children identified as part of the mainstreaming program?
_____1. Yes
_____2. No

16. How much time do you spend each week working with mainstreamed children in your classroom? (Average time per week)
_____1. 0 involvement
_____2. 1-25% involvement
_____3. 26-50% involvement
_____4. 51-75% involvement
_____5. 76-100% involvement

17. Type of support services the children receive in your mainstreaming program:
_____1. Psychologist
_____2. Social worker
_____3. Counselor
_____4. Speech Therapist/clinician
_____5. Reading Teacher
_____6. Testing-Diagnostic Team
_____7. Other Specify_____

18. When a special student is mainstreamed, how should he/she be counted in the pupil/teacher ratio?
_____1. 1-1
_____2. 1-3
_____3. 1-5
_____4. Other Specify_____